

STUDENT OBJECTIVES

- Identify the mood of a poem
- Recognize how word choice contributes to mood

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 306
- **Graphic Organizer**, p. 308
- **Practice Worksheets**, Levels A and B, pp. 309–312
- **Reteaching Worksheet**, p. 313

Teach

1. **Mood:** Explain that this lesson focuses on the **mood** of a poem. Explain that mood refers to the feelings evoked in the mind of the reader. Tell students that writers often use word choice to create mood.
2. **Teaching Mood:** Pass out the **Lesson Summary** and review the **Academic Vocabulary**. Use the **Lesson Summary** to review the steps for determining mood. After a student volunteer reads the excerpt aloud, work with the class to answer the following questions:
 - **Immediate Response:** What is your immediate response to this excerpt? (*Sample: I'm excited because something dramatic is happening.*)
 - **Setting:** Identify the time and place of the poem. (*A village street at night; students may be more specific and say Boston or Cambridge in 1776*) Which words and phrases tell you about the setting? (*village street, moonlight, dark, that night, left the village, reference to Mystic River*)
 - **Descriptive Details (Imagery):** Which details help you picture the setting, the characters, and the action? (*shape in the moonlight, bulk in the dark, gloom and the light, spark struck out, description of the Mystic River, alders that skirt its edge*)
 - **Figurative Language:** Are there any examples of figurative language in the passage? Explain. (*Yes: "the fate of a nation" is not literally riding, and "kindled the land into flame" doesn't mean the horse literally started a fire.*) What does this contribute to the mood? (*Sample: shows that something very important is happening; adds to the drama*)
 - **Sound and Rhythm:** Identify some sensory sound effects from the excerpt. (*alliteration: hurry of hoofs, soft on the sand, loud on the ledge*) Describe the rhythm of the lines. (*It is irregular, alternating between one-TWO-one-TWO and ONE-two-three, ONE-two-three patterns.*) How does the rhythm affect the mood? (*Sample: The shifting rhythm adds to the tension, because the reader doesn't know what to expect in the next line.*)
 - **Mood:** Now that you have analyzed the details, describe the mood. (*Sample: The mood is one of suspense, tension, and excitement.*)
3. **Guided Practice:** Explain that a graphic organizer is a helpful tool for analyzing the details of a poem to identify the mood.
 - Distribute the **Graphic Organizer** and point out the way it shows the relationship of the types of details to the mood.

- Then have students fill in their organizers for “The Midnight Ride of Paul Revere.”

A hurry of hoofs in a village street,
 A shape in the moonlight, a bulk in the dark,
 And beneath, from the pebbles, in passing, a spark
 Struck out by a steed flying fearless and fleet;
 That was all! And yet, through the gloom and the light,
 The fate of a nation was riding that night;
 And the spark struck out by that steed, in his flight,
 Kindled the land into flame with its heat.
 He has left the village and mounted the steep,
 And beneath him, tranquil and broad and deep,
 Is the Mystic, meeting the ocean tides;
 And under the alders that skirt its edge,
 Now soft on the sand, now loud on the ledge,
 Is heard the tramp of his steed as he rides.

Sample Answers: Graphic Organizer

1. **Setting:** *18th of April, 1775, in the British colonies in America, astride Paul Revere’s horse.*
2. **Descriptive details:** *“hurry of hoofs,” “from the pebbles . . . a spark,” “tranquil and broad and deep, / Is the Mystic,” “soft on the sand . . . loud on the ledge”*
3. **Figurative language details:** *“a steed flying,” “fate of a nation riding,” “Kindled the land into flame”*
4. **Sound effect/rhythm details:** *alliteration: hurry of hoofs, soft on the sand, loud on the ledge; rhyme: end rhymes—abba; iambic rhythm*
5. **Mood:** *Sample: The mood is tense and dramatic, full of urgency and passion for “the fate of a nation.”*

QUICK CHECK. Ask: What mood do each of the following examples of descriptive details—or imagery—evoke?

1. creaking stairs, cobwebs, rustling noises from behind the walls (*eerie, frightening*)
2. logs crackling in the fireplace, popcorn popping, steam rising from cups of hot cocoa (*comfortable, relaxing, warm*)
3. cheering crowds, city lights, midnight, New Year’s Eve (*celebratory*)

Practice and Apply

Practice worksheets on mood appear on pp. 309–312.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

MOOD, CONTINUED

Sample Answers: Practice Worksheet A

1. *desperate, panicky, frightened*
2. *happy, ecstatic*
3. *tense and uncomfortable but merry*
4. *angry*

Answer Key: Practice Worksheet B

1. **Setting detail:** “Just-spring”
2. Descriptive details: “little lame balloonman,” “mud-luscious,” “eddieandbill come running,” “marbles and piracies,” “puddle-wonderful,” “bettyandisbel come dancing,” “hopscotch and jump-rope”
3. **Figurative language details:** “goat-footed balloonMan”
4. **Sound effect/rhythm details:** “whistles far and wee.” (Students should also note the repetition of this phrase as a sound device.)
5. **Mood:** Sample: The mood is cheerful because it’s finally the end of winter and spring is here.

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should give reasonable descriptions of mood and underline details that support the descriptions for all four items.
- **Practice Worksheet B:** Students should correctly identify at least one detail for each of items 1–4; and should accurately describe the mood in item 5.

For students who need reteaching, review the **Lesson Summary**. Focus on the definitions and relate them to the Example poem. Help students find examples of literature—either from their textbooks or from their practice worksheets, to fit some of the example moods listed in the **Lesson Summary**. Then have students complete the **Reteaching Worksheet**, p. 313.

Sample Answers: Reteaching Worksheet

1. *fear*
2. *happiness*
3. *isolation and despair*
4. *refinement*
5. *suspense*